



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 8

Test Date: March 2008
Code: 11661415
SAU: Vassalboro School Department
School: Vassalboro Community School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: March 2008

Grade: 8

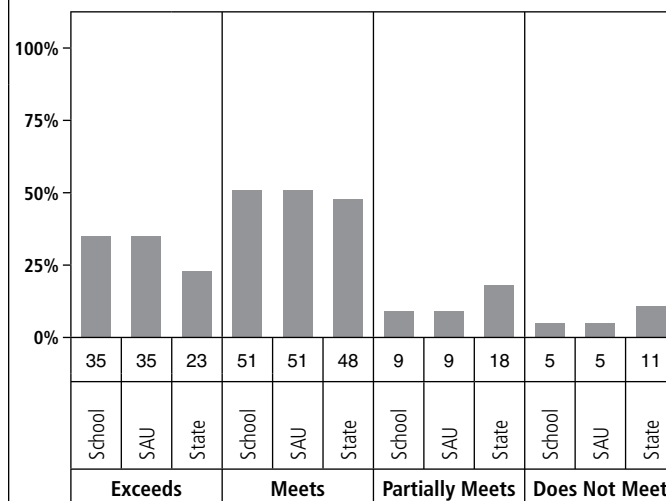
SAU: Vassalboro School Department

School: Vassalboro Community School

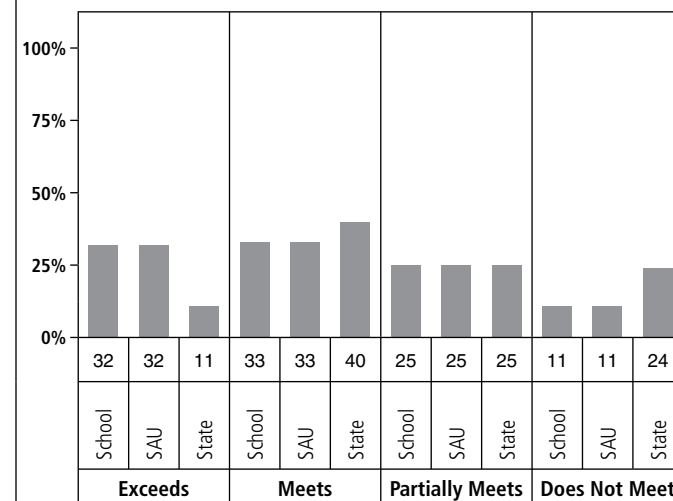
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	850	850	845
2006–2007	851	851	847
2007–2008	856	856	849
Cum. Avg. *	852	852	847
Mathematics			
2005–2006	850	848	840
2006–2007	846	846	842
2007–2008	850	850	841
Cum. Avg. *	849	848	841
Science & Technology			
2005–2006	848	846	846
2006–2007	851	851	847
2007–2008	850	850	847
Cum. Avg. *	850	849	847

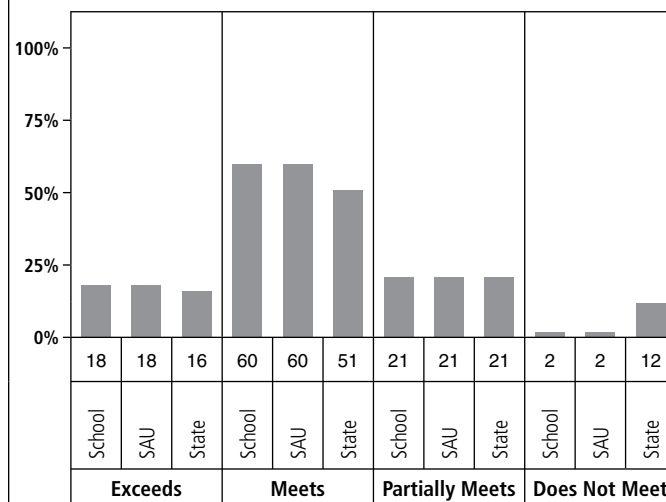
ELA – READING



MATHEMATICS



SCIENCE AND TECHNOLOGY



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
Grade: 8
SAU: Vassalboro School Department
School: Vassalboro Community School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	59	100	59	100	15274	100	59	100	59	100	15102	99	59	100	59	100	15097	99	59	100	59	100	15080	99						
Ethnicity African American/Black	1	2	1	2	368	2	1	100	1	100	356	97	1	100	1	100	360	98	1	100	1	100	356	97						
American Indian or Native Alaskan	0	0	0	0	120	1	0	0	0	0	117	98	0	0	0	0	117	98	0	0	0	0	117	98						
Asian or Pacific Islander	1	2	1	2	186	1	1	100	1	100	181	97	1	100	1	100	182	98	1	100	1	100	182	98						
Hispanic	0	0	0	0	139	1	0	0	0	0	136	98	0	0	0	0	136	98	0	0	0	0	136	98						
Caucasian/White	57	97	57	97	14461	95	57	100	57	100	14312	99	57	100	57	100	14302	99	57	100	57	100	14289	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	12	20	12	20	2508	16	12	100	12	100	2446	98	12	100	12	100	2441	98	12	100	12	100	2431	98						
Current LEP	1	2	1	2	327	2	1	100	1	100	316	97	1	100	1	100	322	99	1	100	1	100	322	99						
Economically disadvantaged	12	20	12	20	5420	35	12	100	12	100	5329	99	12	100	12	100	5324	99	12	100	12	100	5313	98						
Migrant	0	0	0	0	7	0	0	0	0	0	7	100	0	0	0	0	7	100	0	0	0	0	7	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	47	80	47	80	12703	83	47	80	47	80	12694	83	47	80	47	80	12710	83						
Identified disability (PET/IEP)	0	0	0	0	437	3	0	0	0	0	421	3	0	0	0	0	445	4						
LEP	0	0	0	0	172	1	0	0	0	0	172	1	0	0	0	0	173	1						
504 plan	1	2	1	2	229	2	1	2	1	2	231	2	1	2	1	2	230	2						
Participation with accommodations	10	17	10	17	2221	15	10	17	10	17	2227	15	10	17	10	17	2197	14						
Identified disability (PET/IEP)	10	100	10	100	1832	82	10	100	10	100	1844	83	10	100	10	100	1813	83						
LEP	0	0	0	0	136	6	0	0	0	0	143	6	0	0	0	0	142	6						
504 plan	0	0	0	0	68	3	0	0	0	0	66	3	0	0	0	0	66	3						
Other	0	0	0	0	213	10	0	0	0	0	202	9	0	0	0	0	204	9						
Participation through alternate assessment (PAAP)	2	3	2	3	177	1	2	3	2	3	176	1	2	3	2	3	173	1						
Identified disability (PET/IEP)	2	100	2	100	177	100	2	100	2	100	176	100	2	100	2	100	173	100						
LEP	1	50	1	50	7	4	1	50	1	50	7	4	1	50	1	50	7	4						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	1	0																		
Approved non-participation – special consideration	0	0	0	0	32	0	0	0	0	0	34	0	0	0	0	0	34	0						
Non-participation – other	0	0	0	0	140	1	0	0	0	0	143	1	0	0	0	0	160	1						

¹ Percents are the percentage of students enrolled in each participation category.

² Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³ Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 8
SAU: Vassalboro School Department
School: Vassalboro Community School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 861–880)	2005-2006	13	25	13	24	2695	17
	2006-2007	12	24	12	23	2407	16
	2007-2008	20	35	20	35	3428	23
	Cum. Total*	45	28	45	28	8530	18
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 841–860)	2005-2006	25	49	27	50	6830	42
	2006-2007	25	49	25	48	7494	49
	2007-2008	29	51	29	51	7179	48
	Cum. Total*	79	50	81	50	21503	46
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 829–840)	2005-2006	11	22	11	20	3741	23
	2006-2007	11	22	12	23	3628	24
	2007-2008	5	9	5	9	2706	18
	Cum. Total*	27	17	28	17	10075	22
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 800–828)	2005-2006	2	4	3	6	3003	18
	2006-2007	3	6	3	6	1810	12
	2007-2008	3	5	3	5	1611	11
	Cum. Total*	8	5	9	6	6424	14

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	40.5	72.3	40.5	72.3	36.9	65.9
Literary Text	28	50	20.1	71.8	20.1	71.8	18.3	65.4
Informational Text	28	50	20.4	72.9	20.4	72.9	18.6	66.4

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 8
 SAU: Vassalboro School Department
 School: Vassalboro Community School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	57	20	35	29	51	5	9	3	5	856	57	35	51	9	5	856	14924	23	48	18	11	849
Ethnicity																						
African American/Black	1										1						348	11	38	22	29	840
American Indian or Native Alaskan	0										0						117	9	43	29	19	842
Asian or Pacific Islander	1										1						179	32	39	18	11	852
Hispanic	0										0						131	18	38	27	17	846
Caucasian/White	55	19	35	29	53	4	7	3	5	856	55	35	53	7	5	856	14149	23	49	18	10	850
Not Reported	0										0						0					
Identified disability																						
Yes	10	0	0	7	70	1	10	2	20	844	10	0	70	10	20	844	2269	3	24	32	42	833
No	47	20	43	22	47	4	9	1	2	858	47	43	47	9	2	858	12655	27	52	16	5	852
Current LEP																						
Yes	0										0						308	8	30	27	34	837
No	57	20	35	29	51	5	9	3	5	856	57	35	51	9	5	856	14616	23	48	18	10	850
Economically disadvantaged																						
Yes	12	2	17	6	50	2	17	2	17	847	12	17	50	17	17	847	5222	12	44	25	19	843
No	45	18	40	23	51	3	7	1	2	858	45	40	51	7	2	858	9702	29	50	14	7	853
Migrant																						
Yes	0										0						7	0	86	0	14	850
No	57	20	35	29	51	5	9	3	5	856	57	35	51	9	5	856	14917	23	48	18	11	849
Gender																						
Female	28	12	43	13	46	1	4	2	7	858	28	43	46	4	7	858	7198	30	48	15	7	853
Male	29	8	28	16	55	4	14	1	3	854	29	28	55	14	3	854	7726	17	49	21	14	847
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						807	9	41	32	18	842
No	57	20	35	29	51	5	9	3	5	856	57	35	51	9	5	856	14117	24	49	17	10	850
Gifted/talented program																						
Yes	0										0						592	71	28	1	0	867
No	57	20	35	29	51	5	9	3	5	856	57	35	51	9	5	856	14332	21	49	19	11	849

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 8
 SAU: Vassalboro School Department
 School: Vassalboro Community School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N													
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	0 61 39 0										0 61 39 0						9 46 41 5	10 20 28 28	39 50 49 44	24 20 15 15	26 11 7 12	841 849 852 850
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading? A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	51 47 2 0	10 10 0 0	34 37 0 0	15 13 1 100	52 48 100 0	4 1 0 0	14 4 0 0	0 3 0 0	0 11 0 0	856 855 850 850	51 47 2 0	34 37 0 0	52 48 100 0	14 4 0 0	0 11 0 0	856 855 850 850	33 53 11 3	31 21 14 6	48 51 41 34	14 19 25 26	7 9 20 35	853 849 844 836
Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor	18 67 16 0	8 12 0 0	80 32 0 0	2 22 5 56	20 58 56 0	0 2 3 0	0 5 33 0	0 2 1 0	0 5 11 0	869 854 845 845	18 67 16 0	80 32 0 0	20 58 56 0	0 5 33 0	0 5 11 0	869 854 845 845	31 49 18 2	42 19 5 4	44 54 42 29	8 19 31 32	6 9 22 34	857 849 840 835
How difficult was the reading part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	12 72 16	3 15 2	43 37 22	1 23 5	14 56 56	1 3 1	14 7 11	2 0 1	29 0 11	849 858 850	12 72 16	43 37 22	14 56 56	14 7 11	29 0 11	849 858 850	15 65 19	16 23 30	44 49 49	22 18 14	18 9 8	845 850 852
How difficult were the reading passages on this test? A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	9 53 39	2 10 8	40 33 36	0 18 11	0 60 50	1 1 3	20 3 14	2 1 0	40 3 0	844 856 857	9 53 39	40 33 36	0 60 50	20 3 14	40 3 0	844 856 857	9 53 38	8 17 36	33 51 48	28 21 11	31 11 5	838 848 855
How hard did you try on the reading part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	53 44 4	11 8 1	37 32 50	14 15 0	47 60 0	3 1 1	10 4 50	2 1 0	7 4 0	855 856 855	53 44 4	37 32 50	47 60 0	10 4 50	7 4 0	855 856 855	43 51 6	23 25 9	48 49 43	19 17 24	10 9 23	849 851 842
How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	7 33 19 40	3 8 4 5	75 42 36 22	0 9 5 15	0 47 45 65	0 2 2 1	0 11 18 4	1 0 0 2	25 0 0 9	863 859 856 851	7 33 19 40	75 42 36 22	0 47 45 65	0 11 18 4	25 0 0 9	863 859 856 851	18 41 13 28	31 28 20 12	47 49 49 47	13 15 18 26	9 7 12 16	852 852 848 844
How do you feel about the following statement? “My knowledge of reading will be useful to me as an adult.” A. strongly agree B. agree C. disagree D. strongly disagree	53 44 2 2	11 9 0 0	37 36 0 0	15 12 1 1	50 48 100 100	3 2 0 0	10 8 0 0	1 2 0 0	3 8 0 0	857 854 854 856	53 44 2 2	37 36 0 0	50 48 100 100	10 8 0 0	3 8 0 0	857 854 854 856	43 48 6 2	31 18 11 6	48 50 43 36	14 20 24 32	7 12 21 26	853 848 843 839
Optional school/SAU question A. B. C. D.	0 100 0 0	0 0 0 0	0 0 0 0	1 100 0 0	100 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	856 856 856 856	0 100 0 0	0 0 0 0	100 0 0 0	0 0 0 0	0 0 0 0	856 856 856 856						

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 8
SAU: Vassalboro School Department
School: Vassalboro Community School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 861–880)	2005-2006	14	27	14	26	1714	11
	2006-2007	11	22	11	22	1952	13
	2007-2008	18	32	18	32	1657	11
	Cum. Total*	43	27	43	27	5323	11
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 841–860)	2005-2006	22	43	23	43	5533	34
	2006-2007	20	40	21	41	5870	38
	2007-2008	19	33	19	33	5956	40
	Cum. Total*	61	39	63	39	17359	37
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 829–840)	2005-2006	9	18	9	17	4764	29
	2006-2007	9	18	9	18	3982	26
	2007-2008	14	25	14	25	3729	25
	Cum. Total*	32	20	32	20	12475	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 800–828)	2005-2006	6	12	8	15	4251	26
	2006-2007	10	20	10	20	3534	23
	2007-2008	6	11	6	11	3579	24
	Cum. Total*	22	14	24	15	11364	24

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	10.1	63.1	10.1	63.1	8.4	52.5
Cluster 2: Shape and Size	14	25	7.5	53.6	7.5	53.6	5.9	42.1
Cluster 3: Mathematical Decision Making	8	14	5.5	68.8	5.5	68.8	4.6	57.5
Cluster 4: Patterns	18	32	10.6	58.9	10.6	58.9	8.9	49.4

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 8
 SAU: Vassalboro School Department
 School: Vassalboro Community School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	57	18	32	19	33	14	25	6	11	850	57	32	33	25	11	850	14921	11	40	25	24	841
Ethnicity																						
African American/Black	1										1						352	2	23	23	52	828
American Indian or Native Alaskan	0										0						117	5	22	33	39	832
Asian or Pacific Islander	1										1						181	24	42	20	14	848
Hispanic	0										0						131	7	34	26	33	836
Caucasian/White	55	18	33	19	35	13	24	5	9	851	55	33	35	24	9	851	14140	11	41	25	23	841
Not Reported	0										0						0					
Identified disability																						
Yes	10	0	0	2	20	4	40	4	40	832	10	0	20	40	40	832	2265	1	14	22	62	824
No	47	18	38	17	36	10	21	2	4	854	47	38	36	21	4	854	12656	13	45	26	17	844
Current LEP																						
Yes	0										0						315	5	24	20	51	828
No	57	18	32	19	33	14	25	6	11	850	57	32	33	25	11	850	14606	11	40	25	23	841
Economically disadvantaged																						
Yes	12	2	17	3	25	3	25	4	33	841	12	17	25	25	33	841	5217	5	30	29	37	834
No	45	16	36	16	36	11	24	2	4	853	45	36	36	24	4	853	9704	15	45	23	17	845
Migrant																						
Yes	0										0						7	0	43	43	14	838
No	57	18	32	19	33	14	25	6	11	850	57	32	33	25	11	850	14914	11	40	25	24	841
Gender																						
Female	28	7	25	12	43	4	14	5	18	848	28	25	43	14	18	848	7199	11	40	26	23	841
Male	29	11	38	7	24	10	34	1	3	852	29	38	24	34	3	852	7722	11	40	24	25	841
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						806	3	20	30	47	831
No	57	18	32	19	33	14	25	6	11	850	57	32	33	25	11	850	14115	12	41	25	23	842
Gifted/talented program																						
Yes	0										0						592	58	39	2	1	864
No	57	18	32	19	33	14	25	6	11	850	57	32	33	25	11	850	14329	9	40	26	25	840

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 8
 SAU: Vassalboro School Department
 School: Vassalboro Community School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										0						9	5	30	23	41	833
B. less than one hour	61	10	29	12	34	10	29	3	9	849	61	29	34	29	9	849	46	10	40	26	25	840
C. one to two hours	39	8	36	7	32	4	18	3	14	852	39	36	32	18	14	852	41	14	42	25	19	843
D. more than two hours	0										0						5	14	38	23	24	842
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	47	12	44	9	33	6	22	0	0	855	47	44	33	22	0	855	30	17	43	22	18	845
B. They match some of what I have learned.	47	5	19	9	33	8	30	5	19	846	47	19	33	30	19	846	50	10	42	26	22	841
C. They match just a little of what I have learned.	5	1	33	1	33	0	0	1	33	842	5	33	33	0	33	842	17	6	32	29	33	836
D. There is no match.	0										0						4	3	18	25	54	828
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	39	11	50	4	18	5	23	2	9	854	39	50	18	23	9	854	26	29	46	14	11	851
B. good	53	7	23	14	47	7	23	2	7	850	53	23	47	23	7	850	45	7	46	27	20	841
C. fair	7	0	0	0	0	2	50	2	50	830	7	0	0	50	50	830	23	1	26	34	38	833
D. poor	2	0	0	1	100	0	0	0	0	846	2	0	100	0	0	846	5	1	14	29	57	827
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	30	2	12	6	35	7	41	2	12	843	30	12	35	41	12	843	34	4	35	28	32	836
B. about the same as my regular schoolwork	60	14	41	12	35	5	15	3	9	854	60	41	35	15	9	854	52	10	43	26	21	842
C. easier than my regular schoolwork	11	2	33	1	17	2	33	1	17	848	11	33	17	33	17	848	13	33	40	14	13	852
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	60	9	26	10	29	11	32	4	12	848	60	26	29	32	12	848	44	10	40	26	25	840
B. I tried about the same as I do on my regular schoolwork.	40	9	39	9	39	3	13	2	9	854	40	39	39	13	9	854	50	13	42	24	21	843
C. I did not try as hard on this test as I do on my regular schoolwork.	0										0						6	9	27	27	38	835
How often do you use laptops in mathematics class?																						
A. almost every day	4	1	50	0	0	0	0	1	50	842	4	50	0	0	50	842	9	6	38	27	29	837
B. two or three days a week	7	1	25	3	75	0	0	0	0	858	7	25	75	0	0	858	16	8	38	27	27	839
C. two or three times each month	46	5	19	9	35	9	35	3	12	846	46	19	35	35	12	846	28	12	41	27	21	843
D. never or almost never	44	11	44	7	28	5	20	2	8	854	44	44	28	20	8	854	48	13	40	23	24	842
How often do you use calculators in mathematics class?																						
A. almost every day	47	9	33	9	33	8	30	1	4	852	47	33	33	30	4	852	38	14	42	23	21	843
B. two or three times a week	40	8	35	9	39	4	17	2	9	853	40	35	39	17	9	853	33	10	41	26	23	841
C. two or three times each month	9	1	20	1	20	2	40	1	20	842	9	20	20	40	20	842	18	10	36	27	27	840
D. never or almost never	4	0	0	0	0	0	0	2	100	823	4	0	0	0	100	823	11	7	34	26	33	836
How do you feel about the following statement? <i>"My knowledge of mathematics will be useful to me as an adult."</i>																						
A. strongly agree	70	15	38	15	38	8	20	2	5	853	70	38	38	20	5	853	54	14	44	23	18	844
B. agree	28	3	19	4	25	6	38	3	19	843	28	19	25	38	19	843	38	8	36	27	28	838
C. disagree	2	0	0	0	0	0	0	1	100	828	2	0	0	0	100	828	6	6	31	28	36	835
D. strongly disagree	0										0						2	3	23	25	49	831
Optional school/SAU question																						
A.	0										0											
B.	100	0	0	0	0	1	100	0	0	840	100	0	0	100	0	840						
C.	0										0											
D.	0										0											

SCIENCE AND TECHNOLOGY RESULTS

Test Date: March 2008
Grade: 8
SAU: Vassalboro School Department
School: Vassalboro Community School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 861–880)	2005-2006	4	8	4	7	1879	12
	2006-2007	11	22	11	21	2192	14
	2007-2008	10	18	10	18	2371	16
	Cum. Total*	25	16	25	15	6442	14
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 841–860)	2005-2006	33	63	34	62	8604	53
	2006-2007	24	47	25	48	7916	52
	2007-2008	34	60	34	60	7630	51
	Cum. Total*	91	57	93	57	24150	52
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 831–840)	2005-2006	12	23	12	22	3618	22
	2006-2007	10	20	10	19	3340	22
	2007-2008	12	21	12	21	3175	21
	Cum. Total*	34	21	34	21	10133	22
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 800–830)	2005-2006	3	6	5	9	2174	13
	2006-2007	6	12	6	12	1865	12
	2007-2008	1	2	1	2	1731	12
	Cum. Total*	10	6	12	7	5770	12

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	14	25	9.0	64.3	9.0	64.3	8.1	57.9
Cluster 2: Physical Sciences	14	25	7.2	51.4	7.2	51.4	7.3	52.1
Cluster 3: Earth and Space Sciences	14	25	8.4	60.0	8.4	60.0	7.7	55.0
Cluster 4: Nature and Implications of Science	14	25	9.0	64.3	9.0	64.3	8.5	60.7

Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lslt/gles.htm>.

SCIENCE AND TECHNOLOGY RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 8
 SAU: Vassalboro School Department
 School: Vassalboro Community School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	57	10	18	34	60	12	21	1	2	850	57	18	60	21	2	850	14907	16	51	21	12	847
Ethnicity																						
African American/Black	1										1						349	4	35	26	34	837
American Indian or Native Alaskan	0										0						117	8	40	28	24	840
Asian or Pacific Islander	1										1						181	20	50	15	15	849
Hispanic	0										0						131	5	50	22	23	842
Caucasian/White	55	10	18	34	62	10	18	1	2	851	55	18	62	18	2	851	14129	16	52	21	11	848
Not Reported	0										0						0					
Identified disability																						
Yes	10	0	0	6	60	3	30	1	10	842	10	0	60	30	10	842	2258	3	29	31	37	836
No	47	10	21	28	60	9	19	0	0	852	47	21	60	19	0	852	12649	18	55	20	7	850
Current LEP																						
Yes	0										0						315	4	29	25	42	834
No	57	10	18	34	60	12	21	1	2	850	57	18	60	21	2	850	14592	16	52	21	11	848
Economically disadvantaged																						
Yes	12	1	8	6	50	4	33	1	8	844	12	8	50	33	8	844	5206	8	45	28	20	842
No	45	9	20	28	62	8	18	0	0	852	45	20	62	18	0	852	9701	20	55	18	7	850
Migrant																						
Yes	0										0						7	29	57	14	0	852
No	57	10	18	34	60	12	21	1	2	850	57	18	60	21	2	850	14900	16	51	21	12	847
Gender																						
Female	28	2	7	17	61	8	29	1	4	847	28	7	61	29	4	847	7196	14	52	23	12	847
Male	29	8	28	17	59	4	14	0	0	853	29	28	59	14	0	853	7711	18	51	20	12	848
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						804	6	38	34	22	841
No	57	10	18	34	60	12	21	1	2	850	57	18	60	21	2	850	14103	16	52	21	11	848
Gifted/talented program																						
Yes	0										0						592	63	35	1	0	865
No	57	10	18	34	60	12	21	1	2	850	57	18	60	21	2	850	14315	14	52	22	12	847

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE AND TECHNOLOGY RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 8
 SAU: Vassalboro School Department
 School: Vassalboro Community School

QUESTIONNAIRE ITEMS	School										SAU						State						
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%		%
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	0 61 39 0									850 850	0 61 39 0					850 850 850	9 46 41 5	10 14 19 19	40 52 53 47	26 22 19 21	23 12 9 14	842 847 849 848	
How well do the questions that you have just been given on this MEA test match what you have learned in school about science? A. The questions on the test match what I have learned in science class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	18 42 37 4									850 849 852 847	18 42 37 4					850 849 852 847	29 49 18 5	19 16 13 9	54 51 51 39	19 22 23 29	9 11 13 23	849 848 846 842	
Which of the following best describes how you rate yourself as a student in science? A. very good B. good C. fair D. poor	19 63 18 0									854 851 843	19 63 18 0					854 851 843	23 54 20 3	28 15 5 2	51 55 45 35	13 21 32 34	8 9 18 29	853 848 842 838	
How difficult was the science part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	53 40 7									852 848 854	53 40 7					852 848 854	27 59 13	15 15 21	49 53 51	22 22 18	14 10 10	846 848 850	
How hard did you try on the science part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	44 56 0									852 849	44 56 0					852 849	40 55 5	15 17 12	51 53 41	22 21 25	12 10 22	847 848 843	
Which courses do you plan to take before you graduate from high school? A. earth and space science and/or biology B. the course(s) described in A, plus chemistry C. the course(s) described in B, plus physics D. a life science and physical science class	25 14 27 34									850 854 853 846	25 14 27 34					850 854 853 846	25 24 22 29	11 18 30 8	53 53 47 52	23 20 14 27	13 10 8 14	846 849 853 844	
How do you feel about the following statement? <i>“My knowledge of science and technology will be useful to me as an adult.”</i> A. strongly agree B. agree C. disagree D. strongly disagree	46 44 11 0									852 850 847	46 44 11 0					852 850 847	27 54 15 4	23 15 10 7	51 53 50 39	17 21 26 30	9 11 14 24	851 847 845 841	
How well does the following statement reflect your future goals? <i>“I am interested in a career related to science, technology, engineering, or mathematics.”</i> A. strongly agree B. agree C. disagree D. strongly disagree	32 44 14 11									852 850 849 846	32 44 14 11					852 850 849 846	25 37 26 12	24 15 12 8	52 50 53 48	15 22 23 28	8 12 12 15	851 847 846 844	
Optional school/SAU question A. B. C. D.	0 100 0 0									860	0 100 0 0					860							